DOCUMENT RESUME

ED 403 861 HE 029 943

TITLE	Learn and Serve America. Higher Education Program Descriptions, 1996.
INSTITUTION	Corporation for National Service, Washington, DC.
PUB DATE	96
NOTE	48p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Services; Consortia; Cooperative Programs; Demonstration Programs; Higher Education; Institutional Cooperation; Kindergarten; *Partnerships in Education; Public Service; School Business Relationship; School Community Programs; Secondary Schools; *Service Learning; Shared Resources and Services; Student Participation; Two Year Colleges; Vocational Schools

ABSTRACT

This report lists higher education programs sponsored by Learn and Serve America which provides models and resources for teachers integrating service learning into classrooms from kindergarten through college. These programs have two primary objectives: (1) to support service-learning programs that meet unmet community needs, and (2) to build infrastructure, in partnership with community agencies, which will increase service-learning opportunities for students. Programs address community needs in four key areas: school success, public safety, human needs, and environment. The 98 programs listed are located in 39 states and the District of Columbia and grantees include traditional four-year institutions, community colleges and vocational/technical schools, historically black colleges and universities, tribal colleges, Hispanic-serving institutions, and statewide consortia or national network programs. Following the brief introductory materials covering information on grant awards, grantee profiles, and grantee activities, the balance of the report lists and describes programs by state and by institution. (CH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Learn & Serve America

ED 403 861

HIGHER EDUCATION PROGRAM DESCRIPTIONS

1996

BEST COPY AVAILABLE

HE 029 943

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Corporation for National Service

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Created with bipartisan support from Congress, the President, and community groups nationwide in 1993, the Corporation for National Service is a public-private partnership that oversees three national service initiatives — AmeriCorps, which includes hundreds of local and national sponsors, as well as AmeriCorps*VISTA and AmeriCorps*National Civilian Community Corps; the National Senior Service Corps, which includes Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program; and Learn and Serve America, which provides models and resources for teachers integrating service into classrooms from kindergarten through college.

Corporation for National Service
1201 New York Avenue N.W.
Washington, D.C. 20525

LEARN AND SERVE AMERICA: HIGHER EDUCATION

Learn and Serve America supports service-learning initiatives for K-12 schools and colleges and universities through its two components — School- and Community-Based Programs and Higher Education.

Learn and Serve America: Higher Education has two primary objectives:

- to support service-learning programs that engage students in service that meets unmet community needs, while enhancing their academic study, civic skills, and sense of social responsibility.
- to build capacity and infrastructure within and across institutions of higher education, in partnership with community agencies, in order to increase the number, quality, and sustainability of service-learning opportunities for students.

GRANT AWARDS

In fiscal 1995, the Corporation awarded approximately $9 million in grants under Learn and Serve America: Higher Education. These funds support 98 programs directly, consisting of 26 programs in their first year, 58 in their second year, and 14 in their third year. Through consortia and partnership programs, fiscal 1995 funds support more than 400 institutions of higher education. Last year the 26 new grantees competed with more than 260 applicants for funding.

In fiscal 1994 the corporation awarded 63 new grants, 60 of which were renewed for a second year of funding. Programs are awarded one-year of funding with the opportunity to apply for two subsequent years through a competitive renewal process. Although some of the programs listed in here will complete their third year of funding and may not reapply, the majority of the programs described here will continue to operate and grow. Learn and Serve America: Higher Education grantees are encouraged assist them in sustaining their programs after they are no longer funded by the corporation.

GRANTEE PROFILE

The 98 programs are located in 39 states and in the District of Columbia. In addition to traditional four-year institutions, the array of grantees includes 10 community college and vocational/technical school focused programs, 7 historically and predominately black colleges and universities, 6 Tribal colleges, 6 Hispanic-serving institutions, and 17 statewide consortia or national network programs. This number is even higher considering institutional partners and subgrantees. Additionally, the portfolio includes 18 programs that involve professional or graduate schools.

The grantees also include 15 demonstration programs involving more than 230 AmeriCorps members who will earn national service education awards. These programs engage AmeriCorps members in direct community service, as well as efforts to strengthen campus- and community-based service and service-learning programs.

GRANTEE ACTIVITIES

Programs address community needs in four key areas — school success, public safety, human needs, and environment. The most common service activities are teaching, tutoring, and mentoring youth in K-12 schools. While most education programs are focused on school success, a subset exemplify a "cascade" model through which college students engage in service-learning by developing service-learning opportunities for school-age youth. Similarly, many programs have K-12 teacher in-service and prospective teacher training components that teach the effective use of service-learning methods.

Notably, several programs — buoyed by the tide of national concern over the quality and availability of health care — are engaging health professions students, including nursing and medical students, in providing primary and preventive care to children, senior citizens, and low-income people in community- and home-based settings. Also, in response to the level of crime and violence among youth, a number of programs are engaging undergraduates and law students in training school-age youth how to resolve conflicts peacefully. Finally, several programs focus on identifying and eliminating environmental hazards in homes and neighborhoods through efforts such as lead poisoning prevention.

Most programs are based at individual institutions of higher education, with an average grant size of roughly $90,000 in the first year. Four national, one regional, and 16 statewide programs are based at organizations representing a consortium of higher education institutions, with an average first-year grant size of $250,000. Typically, these consortia provide subgrants to member institutions to support service-learning activities for their students. In addition to monitoring subgrants, the consortia offer training, technical assistance, and mechanisms for networking that strengthen infrastructure and enhance the quality of campus-based programs. Statewide coordination is consistent with the corporation's effort to build infrastructure through State Commissions on National and Community Service.

Program designs vary. In general, programs based at individual campuses are coordinated through an academic department or a community service center. Service placements, supervision, and training often occur through new or established relationships with community agencies and public schools. The number of participants and the number of service hours required of each participant differ from program to program. Nevertheless, all programs integrate service activities with structured opportunities for critical reflection, sometimes through co-curricular seminars but more often through credit-bearing courses. Most students do not receive stipends for their service activities, especially if the activities are part of a course for which they are receiving credit.

In sum, the Learn and Serve America: Higher Education programs engage a diversity of communities, students, and institutions in service-learning efforts that meet critical needs while enhancing education for citizenship. These programs hold great promise for meeting the needs of communities and building the ethic of service across the nation.

Listing of programs by state

Alabama
University of South Alabama 4

Arkansas
University of Arkansas for Medical Sciences 4

Arizona
Gateway Community College 4
Campus Compact's Center Community Colleges 5

California
California State University — Monterey Bay 5
California State University — San Marcos 5
Glendale Community College 6
Golden Gate University Legal Clinics 6
Mount Saint Mary s College 6
Pew Health Professions Commission 7
California Campus Compact 7
San Francisco State University 8
Sonoma State University 8
Stanford University 8
University of California, Berkeley 9
University of San Diego 9

Colorado
Colorado Sate University 10
Colorado Campus Compact 10

Connecticut
Fairfield University 10
Fairfield University School of Nursing 11

District of Columbia
American Association of Community Colleges 11
Council of Independent Colleges 12
The George Washington University 12

Florida
Florida State University 12
Miami-Dade Community College 13

Georgia
Clark Atlanta University 13
Darton College Inter-Campus Unit 13
Morris Brown College 14

Illinois
Illinois Eastern Community College 14
North Central College 14
Southern Illinois University School of Law 15

Indiana
Indiana Campus Compact 15
University of Notre Dame 15

Iowa
University of Iowa 16

Kansas
Kansas City Kansas Community College 16

Kentucky
University of Kentucky 17

Louisiana
Southern University A&M College 17

Maine
Unity College 18

Maryland
University of Maryland Baltimore County 18

Massachusetts
Hampshire College 19
Northeastern University 19
Springfield College 20
Massachusetts Campus Compact 20

Michigan
Grand Valley State and Calvin College . . . 21
Eastern Michigan University 21

Minnesota
College of St. Catherine 21
Minnesota Campus Compact 22
Minnesota Justice Foundation 22

Mississippi
Rust College 23

Montana
Montana Campus Compact 23

Nevada
Community Chest 24

New Hampshire
New Hampshire College and University Council 24
Dartmouth College 25

New Jersey
Robert Wood Johnson Medical Center . . . 25
Rutgers University (Walt Whitman Cntr.) 26
Rutgers University 26

New Mexico
Sante Fe Community College 26

New York
City University of New York — Brooklyn College 27
Columbia University 27
Foundation For Long Term Care 27
Iona College 28
Marymount Manhattan College 28
Niagara University 28
Pace University 29
SUNY College at Oneonta 29

North Carolina
East Carolina University 30
Guilford College 30
Student Action with Farmworkers 30

Ohio
Case Western Reserve University 31
Wright State University 31

Oregon
Lewis and Clark College 32
Portland State University 32
University of Oregon 33

Pennsylvania
Gettysburg College 33
Harcum College 34
La Salle University 34
Pennsylvania Campus Compact 35
Temple University Law School & University of Pennsylvania Law School 35
University of Pennsylvania 36

Rhode Island
Brown University 36
Campus Compact 37
Providence College 37

South Carolina
Voorhees College 37

Tennessee
East Tennessee State University 38
LeMoyne-Owen College 38
Break Away: The Alternative Spring Break Connection 38

Texas
Southern Methodist University 39
St. Edward's University 39
Stephen F. Austin State University 39

Vermont
Burlington College and University of Vermont 40

Virginia
Northern Virginia Community College . . . 40
Virginia Campus Outreach Opportunity League 41
Virginia Polytechnic and State University . 41

Washington
Gonzaga University School of Law 41
Seattle University 42
University of Washington 42

West Virginia
West Virginia University 43
West Virginia University H.E.A.L.T.H Corps 43

Wisconsin
Chippewa Valley Technical College 44

BEST COPY AVAILABLE

Alabama

University of South Alabama

USA College of Engineering: Learn and Serve

Dr. Edmund Tsang
Department of Mechanical Engineering
35 Mobile, AL 36688
334-460-7457
fax: 334-460-6343
etsang@jaguar1.usouthal.edu

In the Introduction to Mechanical Engineering at the University of South Alabama, first-year engineering students are designing, producing, and delivering 10 educational packages to address the need of incorporating more hands-on activities in mathematics and science classrooms in Mobile County middle schools. In addition, computer communication and leadership training are are being delivered to 10 middle school mathematics and science teachers.

Arkansas

University of Arkansas for Medical Sciences

Learn and Serve: Healthy Arkansas

Ms. Yvonne Lewis
4301 West Markham - Slot 599
Little Rock, AR 72205
501-686-5260
fax: 501-686-8506
YLewis@Life.uams.edu

The University of Arkansas has integrated into its medical school curriculum a structured, three-year track that emphasizes preventive health and community service. During the summer and academic year, 35 medical students—serving as part-time AmeriCorps Members — work through community clinics affiliated with the university's six Area Health Education Centers. Their activities consist of screening patients, identifying health risk behaviors, presenting health education classes, and assisting in prenatal care, immunizations, and smoking cessation. The program increases both access and quality in health care throughout a 31-county region in the southern half of Arkansas. In addition, AmeriCorps Members engage middle and high school students, teachers, and counselors in health outreach and education projects. The program will help meet Arkansas' long-term need for health professionals by building a statewide "pipeline" through which students of all ages may engage in health-related community service.

Arizona

GateWay Community College

Building Intentional Communities through Service-Learning

Dr. Fred W. Gaudet, Jr.
108 North 40th Street
Phoenix, AZ 85034
602-392-5176
fax: 602-392-5329
gaudet@gwc.maricopa.edu
valladares@gwc.maricopa.edu

Serving a predominately older student population representing diverse ethnic backgrounds, Gate Way Community College integrates community service into four of the college's six instructional divisions. College students mentor 20 high school students and repair cooling maintenance systems for 30 elderly citizens through the Heating, Ventilation, and Air Conditioning program. They improve the education achievement of 20 school-age children who lack basic math skills by tutoring at a local elementary school through the Math and Science Division. Participants also help to deliver preventive health care in community-based agencies through the Nursing Division. In addition, they create a mentoring component to the existing college readiness program, POWER (People Open and Willing to Experience Renewal), serving more than 500 at-risk students primarily consisting of single mothers who receive public assistance.

Campus Compact's Center for Community Colleges

Maricopa County Community College District Campus
The Faculty Role: From the Margin to the Mainstream

The Campus Compact Center for Community Colleges' program enhances the integration of service-learning on 90 community college campuses through a faculty leadership program that engages six faculty members from regions across the country. The selected faculty provide training in service-learning pedagogy and course development to individual community colleges, as well as develop models and written resource materials.

Ms. Terry Pickeral
1833 West Southern Avenue
Mesa, AZ 85202
602-461-7392
fax: 602-461-7806
pickeral@mc.maricopa. edu

California State University - Monterey Bay

Serving Communities, Building Leaders: A Model for Higher Education in the 21st Century

The "Serving Communities" program involves 81 students in service-learning activities that meet community needs for school success and environmental restoration and also builds a sustainable structure for service-learning (train 20 faculty in service-learning pedagogy with 10 new courses in 96-97) in a new and distinctive university, one devoted to using service-learning as a preferred practice. Service-learning activities aimed at furthering school success for over 125 youth include technology tutoring, a bilingual homework hotline, and a watershed ecology project. In addition, the Summer Leadership Institute provides participants (14 students and 8 community partners) with training in leadership skills and community development principles. Twelve of the trained students will participate in subsequent years as site liaisons and faculty aides.

Dr. Marian Penn
Service Learning Institute
CSU- Monterey Bay
Seaside, CA 93955
408-582-3571
fax: 408-582-3568
marian_penn@Qmbridge.calstate.edu

California State University - San Marcos

Service-Learning: A Key to the CSUSM Educational Experience

California State University - San Marcos first opened its doors to students in 1990. Much like the younger campus at Monterey Bay, San Marcos was founded with the commitment to make service-learning a preferred practice among faculty members. Presently, the university focuses on faculty and curriculum development. Faculty will be eligible for mini-grants to develop or modify courses with service-learning components. These mini-grants will encourage faculty to focus on needs identified by the community in the areas of education, public safety, human needs, and environment.

Mr. Clifford Briggs
Office of Service-Learning
San Marcos, CA 92096
619-750-4055
fax: 619-750-4030
clifford_briggs@csusm.edu

BEST COPY AVAILABLE

Glendale Community College

Volunteer and Service Learning Center

Mr. Fred Wells
1500 North Verdugo Road
Glendale, CA 91208-2894
818-240-1000 ext. 5790
fax: 818-549-9436
FredWells@aol.com

Glendale Community College established a Volunteer and Service Learning Center that assesses on-going needs in the community, recruits and places students in volunteer positions, and incorporates service-learning into academic curriculum. As part of courses in various departments, and on a co-curricular basis, over 200 participants tutor and mentor more than 100 middle and high school students, assist the city in community policing and code enforcement, expand child care for 75 children from low-income families, educate 200 teenagers on AIDS prevention, and increase recycling in a low-income neighborhood. Participants reflect the multicultural make-up of the Glendale community, which includes substantial populations of Armenians, Iranians, Arabs, Latinos, and Asians.

Golden Gate University Legal Clinics

Community and Workplace Environmental Justice

Mr. Clifford Rechtschaffen
536 Mission Street
San Francisco, CA 94105
415-442-6674
fax: 415-442-6609
crechtschaffen@ggu.edu

The Community and Workplace Environmental Justice program provides legal assistance to low-income communities on environmental issues, including workplace environmental hazards, with the goal of reducing toxic exposure of communities and workers by at least 25 percent. More than 40 second- and third-year law students provide legal assistance and education to low-income and minority communities and workers through workshops and dissemination of a publication, "Citizens Guide to Enforcing Environmental and Occupational Health Laws in California." Participating law students are developing competencies in dealing with, the ethical and legal challenges facing employees and community groups on environmental matters. The program builds on the work of the university's Environmental Law and Justice Clinic and the Women's Employment Rights Clinic.

Mount St. Mary's College

Learn and Serve in Urban Settings

Ms. Cheryl Mabey
12001 Chalon Road
Los Angeles, CA 90049
310-440-1301
fax: 310-476-9296

Mount St. Mary's College, in partnership with the Constitutional Rights Foundation, developed the Regional Urban Training Center in Southern California. With a distinct emphasis on urban education, the Center provides technical assistance and training on service-learning to K-12 teachers and administrators, college students and faculty, and community-based service-learning coordinators. In addition, the Center will select and support eight demonstration models of urban school-based service-learning, and it will engage over 20 "urban fellows" selected from regional colleges, including the Los Angeles Community College District, in working with teachers and community partners at the demonstration sites to develop and implement high-quality service-learning curricula through an intensive Summer Institute for Service Learning and Civic Literacy.

Pew Health Professions Commission

Health Professions Schools in Service to the Nation

As part of its on-going health care reform initiatives, the Pew Commission supports service-learning activities at 20 health professions schools across the nation. Through a competitive process, Pew awarded three-year $80,000 subgrants to a variety of schools that are committed to achieving several specific objectives, which include providing 1,000 hours of health education and clinical services to the community, integrating service-learning into at least two required courses, and institutionalizing a service-learning coordinator position. Participating schools span the range of health professions, including medicine, dentistry, nursing, pharmacy, and public health. With its own substantial financial contribution to this project, Pew provides 50 percent of the subgrant funds, offers technical assistance, builds a national network, evaluates impacts, and disseminates program information to the health professions community.

Ms. Serena Seifer
University of California
1388 Sutter Street, Suite #805
San Francisco, CA 94109
415-502-4771
fax: 415-476-4113
sarena@u.washington.edu

California Campus Compact

San Francisco State University

The California Campus Compact will undertake subgranting and technical assistance activities to strengthen service-learning in higher education at the state level. The Compact provides five $5,000 subgrants for campus-based service-learning programs that address state or national priorities; ten $5,000 subgrants for K-12 school-based service-learning partnerships that involve institutions of higher education in evaluation and teacher training roles; ten $2,500 subgrants for faculty that seek to develop new service-learning curricula, particularly in the sciences; and three $15,000 subgrants for community colleges that aim to establish service-learning centers. Technical assistance activities include professional development seminars for faculty and staff, a leadership academy for students, and support for 10 mentors who assist faculty and staff of service-learning programs statewide.

Office of Community Service-Learning
SanFrancisco Urban Institute
Admin 359, 1600 Holloway
San Francisco, Ca 94132
415-338-1082
415-338-3295
fax: 415-338-3284

San Francisco State University

San Francisco Urban Institute — City of Service

Mr. Brian Murphy
1600 Holloway
San Francisco, CA 94132
415-338-6419
fax: 415-338-0587
barrient@sfsu.edu

San Francisco Urban Institute City of Service continues the Lead Poisoning Prevention project, which supports a comprehensive plan developed by local community organizations with cooperation from the city. More than 100 students disseminate information and test over 2,000 families for lead poisoning. This project is the centerpiece of the partners' effort to build the service infrastructure within the consortium through a service-learning seminar and an on-line computer information system. The consortium institutions—San Francisco State University, City College of San Francisco, University of San Francisco, New College of California — organize faculty training seminars on service-learning and plan collaborative community project seminars.

Sonoma State University

Sonoma State Univ. Academic Foundation Inc.

The T.U.T.O.R. Project
Dr. Tony Apolloni
1801 Cotati Avenue
Rohnert Park, CA 94928
707-664-2416
fax: 707-664-2417
tony.apolloni@sonoma.edu

Sonoma State University, in conjunction with Santa Rosa Junior College, Bellevue Union, Roseland and the Wright School Districts, operate The Tutor Project. The Project provides 50 Sonoma State University future teachers each semester to work with 200 underachieving 5th- and 6th-grade students in the elementary schools to train them to be cross-age tutors. Each team of two future teachers works with four elementary tutors, who will, in turn, tutor four underachieving students in grades K-4. Sonoma State University students will learn the theory and the practical application of cross-age tutoring as they implement the program. Parent Teacher Associations provide incentives and awards for 5th and 6th graders.

The Trustees of Leland Stanford Jr. University

The Service Learning 2000 Center

Mr. Don Hill
50 Embarcadero Road
Palo Alto, CA 94301
415-322-7271
fax: 415-328-8024
Don.Hill@Forsythe.Stanford.edu

Service Learning 2000 provides statewide training and technical assistance on service-learning for K-12 teachers, college and university faculty, and other educators, including parents, community-based agencies, and pre-service teachers. Development of service-learning resources, instruction and consultation to local evaluators, and teacher/student action research groups assessing the impact of service-learning in the classroom will enhance the quality of service-learning practice throughout the state. The program operates in partnership with the Constitutional Rights Foundation, the Volunteer Centers of California, the Stanford Teacher Education Program, the Haas Center for Public Service, Youth Service California, and local school districts.

University of California, Berkeley

East Bay Partnership for Service

The East Bay Partnership for Service program builds on current activities of the university's public service center. Twelve part-time AmeriCorps Members recruit, train, and place UC Berkeley students to serve as tutors and mentors in two middle-school after-school centers, providing educational support for 30 at-risk youth. They also facilitate student involvement with four local police departments to initiate 10 new neighborhood watch groups and revitalize community policing activities. The AmeriCorps Members work with local community agencies to identify additional community needs and develop high-quality service placements. In addition, Members develop service-learning opportunities for 420 undergraduate and graduate students in 14 academic courses. The program will award 10 faculty mini-grants of $1,000 each, and it will offer technical assistance to 15 faculty members as well as five faculty workshops on service-learning.

Mr. Andrew Furco
Graduate School of Education
2223 Fulton Street, 4th floor
Berkeley, CA 94720
510-642-3199
fax: 510-642-6105
andy_furco@ maillink.berkeley.edu

University of San Diego

Learn and Serve America: Higher Education

The University of San Diego builds upon its current community service projects by developing service-learning initiatives that strengthen connections to curriculum. Through a faculty/student leader team approach, the program will develop eight new service-learning courses each semester. The program will select up to eight student leaders to work with faculty in identifying appropriate service projects and placements in the Linda Vista neighborhood and greater San Diego community, conducting reflection seminars, and monitoring the students' service activities. Service activities include mentoring for 50 high school students, tutoring for more than 10 pregnant school-aged students, and developing 30 links between students and persons who are homeless, new immigrants, living with AIDS, or recovering from substance addiction. The program will provide faculty curriculum development workshops, and it will support faculty initiatives through a mini-grant program. Student leaders will participate in 12 hours of leadership training.

Ms. Judy Rauner
5998 Alcala Park
San Diego, CA 92110-2492
619-260-4600
fax: 619-260-4610
J_rauner@ sa.acusd.edu

BEST COPY AVAILABLE

Colorado

Colorado State University

Learn and Serve America at Colorado State

Ms. Cynthia Lanois
Colorado State University
Lower Level, Lory Student Center
Fort Collins, CO 80523
970-491-2181
fax: 970-491-2826
clanois@vines.colostate.edu

Colorado State University developed an interdisciplinary major in nonprofit administration that prepares undergraduates for management careers in the non-profit sector. The final course of the major will place two students at one of eight community sites where they will serve as service-learning coordinators. In these positions, the students work with community agencies to facilitate service opportunities for at least 275 undergraduates and 60 community members. Participants address specific community needs, for example, by tutoring youth and by assisting the homebound elderly with home improvement and repair.

Colorado Campus Compact
Community College of Denver

Colorado Corps

Mr. T.J. Rappaport
1391 North Speer Boulevard,
Suite 200A
Denver, CO 80204
303-620-4941 x329
fax: 303-534-2543
rapoport@csf.colorado.edu

The ColoradoCorps strengthens existing service-learning programs and develops new ones by building a stronger network and relationships among its 20 member colleges. Forty part-time AmeriCorps Members - two from each school - take part in 20 days of training using the Community Action Training model, which amounts to 150 hours of leadership training. ColoradoCorps Members place students in various community service activities. Additionally, they create opportunities for students to work in community-based agencies and to collaborate with faculty to incorporate service-learning into the curriculum. ColoradoCorps Members communicate through an Internet discussion group, meetings, visits to ColoradoCorps Member campuses, and team writing of an evaluation tool for assessing needs in Colorado.

Connecticut

Fairfield University

The Family Literacy Project

Dr. Judith Primavera
Department of Psychology
Fairfield, CT 06430
203-254-4000 ext. 2233
fax: 203-254-4126
JPrimavera@Fair1.Fairfield.edu

The Family Literacy Project will continue to address fundamental education needs of pre-school children and their parents in Bridgeport through a collaboration between Fairfield University and A.B.C.D. Head Start. Eighty students, enrolled in psychology or sociology classes, serve as literacy coaches by working one-on-one with 100 Head Start children and their parents to increase reading and comprehension skills through paired reading exercises. Approximately 200 parents were introduced to the "Parents as Partners in Reading" curriculum. A "Language Activities Manual" was developed to guide the coaches in their work with the children. This year, the program will continue to increase the children's language readiness for school and encourage parents to be more effective and involved with their child's education.

Fairfield University School of Nursing

Fairfield University Urban Health Care Center

The Fairfield University School of Nursing has established a permanent health promotion center in an economically disadvantaged area of Bridgeport. The center is staffed by faculty members and nursing students doing their clinical rotations. In their third grant year, all 189 full-time students enrolled in the Nursing School are participating in health-related service activities at the center. Nursing students are providing health screenings, health education, preventive care, and community outreach programs. Last year, over 126 screening events (blood pressure, cholesterol, and diabetes) and health-education classes (heart health promotion, parenting, prenatal care, and nutrition) served over 15,000 clients. Approximately 1,000 elementary school children were served through classroom presentations as well. Weekly faculty-led conferences assist students in reflecting critically on their perceptions and in learning about clinical practice. The program encourages graduates to select a career path in primary care. The Graduate School of Education and Allied Professions will use the Urban Health Center as a practicum site for counseling their students.

Health Promotion Center
Dr. Suzanne MacAvoy
North Benson Road
Fairfield, CT 06430
203-254-4150
fax: 203-254-4126
TQUELL@Fair1.Fairfield.edu

American Association of Community Colleges

Service Learning and Community Colleges: Building a National Network

AACC has awarded grants to eight member community colleges for their efforts to make community service an integral part of college students' education and experience. The eight colleges are Alpena Community College, MI; Flathead Valley Community College, MT; Hocking Technical College, OH; Johnson County Community College, KS; Kapiolani Community College, HI; Monroe Community College, NY; Prestonsberg Community College, KY; and Harry S. Truman College, IL. AACC hopes to build a national infrastructure that positions community colleges as leaders in service-learning. In addition, AACC will partner with the Campus Compact Center for Community Colleges in surveying the nation's 1,200 two-year, associate degree-granting colleges to build a national clearinghouse of service-learning resources and models specific to these colleges. Students at the eight grantees' colleges will focus on community policing, adult and youth literacy, hazardous waste reduction, HIV/AIDS education, elderly and home health care assistance.

Ms. Lynn Barnett
One Dupont Circle NW, Suite 410
Washington, DC 20036
202-728-0200 x204
fax: 202-833-2467
lbarnett@aacc.nche.edu

BEST COPY AVAILABLE

District of Columbia

Council of Independent Colleges

Serving to Learn, Learning to Serve in Promoting School Success

Mr. Russell Garth
One Dupont Circle, Suite 320
Washington, DC 20036
202-466-7230
fax: 202-466-7238
rgarth@cic.nche.edu

The Council of Independent Colleges (CIC), a national association of private, liberal arts colleges and universities, will improve student achievement and retention in elementary, middle, and secondary schools through service-learning initiatives. In 10 separate collaborative programs involving colleges or universities and nearby schools, undergraduate students will work on service projects intended to improve the school success of children and youth. Almost half of the undergraduates participating in the program will be prospective elementary and secondary teachers. CIC will be building on the success of its 1995 National Institute on Learning and Service and networks of college presidents and deans to expand service-learning in other colleges and universities in its network.

The George Washington University

The Neighbors Project

Mr. Peter Konwerski
800 21st Street, NW Suite 427
Washington, DC 20052
202-994-6563
fax: 202-994-6102
peterk@gwis2.circ.gwu.edu

The George Washington University and the Shaw Community continue to work closely together to meet local needs and formalize their long-term partnership. Fifteen full-time and five part-time AmeriCorps Members recruit, train, and supervise student and community volunteers for nine initiatives of the Neighbors Project. Among the program activities, AmeriCorps Members place college students as tutors for 80 elementary students. They also supervise 50 volunteers to serve as teachers' aides, event organizers, and mentors at a day care center for homeless children. At local schools they are working with teachers to develop service-learning projects for the students. In addition, AmeriCorps Members place George Washington medical students in neighborhood health centers, conducting health screenings and disease prevention education for local residents.

Florida

Florida State University

Center for Civic Education and Service

Frenchtown-Florida State University Learn and Serve
Dr. William F. Moeller
Florida State University
930 West Park Avenue
Tallahassee, FL 32306-2059
904-644-3342
904-644-3362
WMoeller@garnet.acns.FSU.edu

In Florida State University's Learn and Serve America program, over 100 student volunteers work at seven community agencies including: the Fourth Avenue Cultural Enrichment program, YouthBuild, and the Glenn Terrell Reform House. In addition, volunteers are working throughout Tallahassee, and in the historic Frenchtown community. Over 70 of the students were enrolled in academic courses in education, urban planning, and sociology disciplines, among others, in which they were given credit for their service experiences. In the second year of this grant, Florida State students will continue to be involved in the above programs, along with local community music and recreational programs. This year the university will add a service-learning English course and focus their service efforts on school success.

Miami-Dade Community College

Partners in Action and Learning

With service-learning centers already established at two of its five campuses, Miami-Dade Community College will establish an additional campus center this year. Each service-learning center houses community resources for faculty and student use and assists in the placement of students in community service activities. In Partners in Action and Learning's first grant year, over 275 students worked in almost 100 community agencies. Both campus service-learning centers hosted community service fairs attended by local high school students and the college students. This year students will continue to work in a variety of service placements such as, caring for terminally ill children, mentoring at-risk middle school students, providing literacy training for area parents, participating in environmental education programs and clean-ups, and educating for HIV/AIDS prevention.

Dr. Robert J. Exley
950 NW 20th Street
Miami, FL 33127
305-237-4149
305-237-4227
rexley0415@aol.com

Clark Atlanta University

Atlanta University Center Service Learning Collaborative

In a partnership of five historically black colleges, the Atlanta University Center (AUC) Service Learning Collaborative will recruit and train 1,500 students to serve as tutors, mentors and conflict mediators with 4,000 children and youth in 15 neighboring educational institutions. College students will receive academic credit for participation in service-learning activities. Courses will be developed in various university departments through faculty seminars and faculty incentives. The colleges and universities in this network will work closely with the Atlanta Project and other existing community service networks in the Atlanta area.

Dr. Claudette Williams
James P. Brawley Drive @
Fair Street SW
Atlanta, GA 30314
404-880-8493
fax: 404-880-6081
cwilliam@cav.edu

Darton College and Albany State College

Inter-Campus Unit

In partnership with the Dougherty County School System, the Jackson Heights Day Care Center and the Albany-Dougherty Clean Community Commission, Darton College will engage 100 students from Albany State College and Darton College in service-learning activites to enhance their academic and civic responsibility. Participants will tutor 50 at-risk high school students in math, science, social studies, reading, and language; manage a Homework Help Hotline; pilot a Distance Learning Interactive Tutoring Classroom; assist pre-school and kindergarten teachers with developing school readiness skills; and recruit school-age students in 16 elementary classrooms to volunteer in the environmental Clean-up Project. Competitive mini-grants will be offered to 10 faculty members to develop two-six hour interdisciplinary courses that incorporate service-learning pedagogy.

Albany Learn and Serve 2000
Dr. Carolyn Williams
235 Roosevelt Avenue
Albany Towers
Suite 110
Albany, GA 31707
912-430-4339
912-430-3054

Georgia

Morris Brown College

Morris Brown College Service Learning Program

Ms. Priscilla S. Jenkins
643 Martin Luther King Jr. Drive N.W.
Atlanta, GA 30314
404-220-0338
fax: 404-220-0267

At Morris Brown College each incoming first-year student must complete 30 hours of service through the New Student Orientation Course. Building on this strong foundation of planned service activities, the Service Learning Program at Morris Brown will engage students in a tutoring and mentoring program that serves elementary, middle, and high schools. Students in biology and sociology courses teach middle and high school students about forest and environmental issues and tutor children after school at the local YMCA. Students with AID Atlanta assist in the AIDS Awareness Education Program, and early childhood education majors serve as tutors, mentors, and teacher assistants in the Atlanta Schools. In the second year of their grant, Morris Brown will work with their paralegal studies and criminal justice departments, among others to develop service-learning programs.

Illinois

Illinois Eastern Community Colleges

Student Tutors Assisting Rural Students

Ms. Fran Stencel
305 North West Street
Olney, IL 62450
618-395-4351
fax: 618-392-4816

Students at Olney Central College, one of four branch campuses of the Illinois Eastern Community Colleges, tutor elementary and secondary students in reading, writing, and math at seven elementary schools and two high schools in rural southern Illinois. Many college students do this as part of a Tutorial Methods course and receive credit for their service activities. The success of the program encourages many Olney Central College students to tutor as a co-curricular service activity. In addition, the students also tutor the elementary and secondary students' parents who are working toward obtaining their GED. During their first grant year, the college students developed a Tutor's Handbook for use by future tutors.

North Central College

Inner City Educational Initiative

Dr. Devadoss Pandian
30 North Brainard
P.O. Box 3063
Naperville, IL 60565
708-637-5356
fax: 708-637-5121
mkd@nccseq.noctrl.edu

North Central College students, working in partnership with two local elementary schools and the Amoco Chemical Company, have created an intervention and enrichment program for local school students. North Central students provide weekly tutoring and periodic conflict resolution, health, and leadership education activities for 300 school children. In addition, each summer North Central trains and places 15 students as teachers and counselors in a drug- and violence-free summer enrichment program for 100 elementary school children and 10 high school students. In concert with its work with school children, the college involves parents in orientation and Family Night events and works with teachers at the two local schools to develop service components in their classroom activities.

Southern Illinois University School of Law, Carbondale

SUIC School of Law Community Conflict Resolution Program

The Community Conflict Resolution Program promotes non-adversarial methods of conflict resolution by supporting the work of the Carbondale Community Dispute Resolution Center, staffed by third-year law students and local attorneys. Southern Illinois is also supporting the mediation service project for American Disabilities Act (ADA) claims housed within the law school's Alternative Dispute Resolution Clinic. The ADA project offers training and academic preparation for the students to work with local attorneys. Among its first-year accomplishments, the Community Conflict Resolution Program recruited several new local attorneys to do pro bono legal work and has seen a renewed commitment among its faculty members to become involved in pro bono activities.

Ms. Mary C. Rudasill
Mailcode 6821, 114 Lesar Law Building
Carbondale, IL 62901-6821
618-536-4423
fax: 618-453-8727
cmanis@siu.edu

Indiana Campus Compact

Butler University

The Indiana Campus Compact enhances service-learning within the state of Indiana by supporting two projects: The Faculty Fellows Project and the Service-Learning Coordinators Project. Seven faculty, plus one senior fellow, will be selected to model effective teaching and research through service-learning. Eight student service-learning coordinators will be placed in community agencies throughout the state to coordinate service-learning efforts at the community-level. More than 2,500 undergraduate students will be engaged in local community-based service as a result of the faculty and student coordinator efforts.

Mr. Richard Games
Butler University c/o Campus Activities
Indianapolis, IN 46208
317-940-6500
fax: 317-940-6510
games@butler.edu

University of Notre Dame

Alliance for Catholic Education

Notre Dame has implemented an innovative two-year, master's degree teacher training program that meets educational needs both in neighboring South Bend and across the southern United States. The program improves school success among at-risk students by placing 80 recent Notre Dame graduates as teachers in South Bend Community School Corporation during the summer. They teach in remedial elementary and middle schools, as well as the bilingual education program while engaging in teacher education coursework. The summer program will develop a corps of young, committed educators who will serve as full-time AmeriCorps Members, teaching math, science, and social studies in 30 severely under-resourced schools across four states. After one year of teaching, the AmeriCorps Members return to Notre Dame to continue and assist with the summer training program.

Mr. Lou Del Fra
109 Badin Hall
Notre Dame, IN 46556
219-631-7052
fax: 219-631-7939
ACE.ACE.1@nd.edu
Louis.A.Delfra.2@nd.edu

Iowa

University of Iowa

Bridging the Gap: The Iowa Service-Learning Partnership

Ms. Rahima C. Wade
Lindquist Center N291
Iowa City, IA 52242
319-335-5118
fax: 319-335-5386
rahima-wade@uiowa.edu

Bridging the Gap incorporates service-learning into the three pre-service teacher education programs in Iowa, broadening the understanding of service-learning among current and prospective K-12 teachers, and resulting in the implementation of K-12 service-learning programs throughout the state. Last year 150 student teachers in the teacher education programs at University of Iowa, Iowa State University, and the University of North Iowa received training in service-learning while they completed service-learning projects in 20 public school districts. The classroom service projects ranged from providing chore support for 500 senior citizens, participating in over 30 environmental projects, and tutoring to enhance literacy and academic skills for younger students. Bridging the Gap has also developed a comprehensive multi-media training package for use in Iowa's teacher education programs.

Kansas

Kansas City Kansas Community College

Project S.O.L.V.E.

Ms. Lori Gazaway-Trumbo
7250 State Avenue
Kansas City , KS 66112
913-596-9660
fax: 913-596-9663
ltrumbo@kc.grapevine.com

During Kansas City Kansas Community College's first grant year, the Project S.O.L.V.E. service-learning program developed education, training, and supervision programs targeting youth offenders in the Wyandotte County Juvenile Court system. As part of their studies in criminal justice, recreation therapy, or alcohol and substance abuse, 35 college students work with local youth required to perform community service as part of a probation period. Students from KCKCC also provided substance abuse prevention training and healthful uses of leisure time training to over 50 court-ordered participants. In the second year of its grant KCKCC's Project S.O.L.V.E. will work with other faculty members to incorporate service into academic coursework and further develop relationships with local AmeriCorps programs and a local community policing initiative.

University of Kentucky

Council on Higher Education *KEYS TO KERA*

The Keys to KERA program is working to establish service-learning centers at 26 campuses across Kentucky. The centers are responsible for implementing and evaluating service-learning projects, recruiting college students, and training faculty in the concepts of service-learning. Each campus in the Kentucky consortium offers activities for its students to enhance their educational experience. Each service-learning center also works to integrate its service placements with Kentucky Educational Reform Act (KERA) activities. Keys to KERA is viewed by the Kentucky higher education community and local and statewide elementary and secondary educators as the bridge that will more intimately involve Kentucky's colleges and universities, and the community at large, in local schools.

Mr. Wendell Cave
1024 Capital Center Drive
Suite 320
Frankfort, KY 40601
502-573-1555
fax: 502-573-1535
wcave%che@msmail.state.ky.us
cwade%che@msmail.state.ky.us

Southern University A&M College

Center for Service Learning

The Center for Service-Learning trains over 200 K-8th grade students in conflict mediation in five schools leading to a 50% decrease in violent conflicts and improved academic achievement; provides an agency readiness workshop for 150 community agencies resulting in improved volunteer management practices and an increase by 10% in the number of students participating in those agencies; provides curriculum development training to 45 faculty members from four colleges resulting in 90% integration of service-learning in participating faculty courses; and offers pre- and in-service workshops for 150 student teachers and K-12 classroom teachers interested in incorporating service-learning principles into lesson plans. More than 1,550 undergraduates and graduate students participate in the Center's activities.

Dr. Barbara Carpenter
104 Harris Hall
P.O. Box 972
Baton Rouge, LA 70813
504-771-2613
fax: 504-771-2654
carpsubr@aol.com

BEST COPY AVAILABLE

Maine

Unity College

Learn and Serve the CommUnity

Dr. Dan Goehring
HC 78 - Box 1
Unity, ME 04988
207-948-3131 ext. 218
fax: 207-948-5626
alicee@saturn.caps.maine.edu

Unity College's Office of Community Service supports the coordination of its community service-learning program. Through this office a service component was integrated into the orientation program for all first-year students; faculty were provided training in service-learning; and work-study students were placed in community service positions. Students engaged in community service that included monitoring and removing hazardous material from the trail systems, providing environmental education programs for migrant youth, protecting wildlife through monitoring and reporting programs, and presenting school children with educational programming to curb substance abuse. Unity College will continue to institutionalize service into all aspects of its first-year experience and require all entering students to complete 20 hours of service. Upper-level students have several avenues for participating in service-learning and leadership including the four service groups, the new service leadership course, and individual workstudy and volunteer placements. Faculty workshops will be held to further the integration of service-learning into the core curriculum.

Maryland

University of Maryland Baltimore County

The Shriver Center

Mr. Chester Gates
University of MD Baltimore Co.
The Shriver Center
5401 Wilkens Avenue
Baltimore, MD 21228
410-455-2493
fax: 410-455-1074
cgates1@gl.umbc.edu

The Shriver Center has developed a regional infrastructure that facilitates and supports sustainable programming at each of 12 Baltimore-area institutions of higher education. The Center will continue to build the capacity and infrastructure at each of these institutions by providing subgrants and technical assistance that supports high-quality service-learning programs. In addition, the Center will continue to link the 12 campuses through a computerized clearinghouse and network that provides information on service placements. A second training institute for consortium faculty who develop and offer courses that train K-12 teachers in service-learning will be offered. Through these efforts, 2,500 students will participate in community service-learning that meet the needs of Baltimore communities with a special focus on assisting troubled youth.

Hampshire College

Community Service Scholars Project

The Model Developmental Service-Learning Curriculum is a three-phase academic sequence that combines coursework with increasing levels of time commitment and responsibility in community service activities. The first phase is theoretical and students select an academic focus for their service and serve as an observer/volunteer in a local agency. The second phase incorporates more advanced coursework with a 30-hour service commitment per semester. In the third phase, students engage in service activities two to three days a week with minimal supervision. Through a set of service-learning course clusters, each student designs her or his curriculum. During the first year, academic divisions in social science, cognitive science and cultural studies, natural science, humanities, and arts integrated service-learning into eight Spring semester courses. During the second year, a five college collaboration will be promoted. Over three years, the college will enroll at least 60 percent of students in community service.

Dr. Myrna M. Breitbart
949 West Street, P.O. Box 5001
Amherst, MA 01002
413-549-4600 or 5457
fax: 413-582-5620
mbreitbart@hamp.hampshire.edu

Northeastern University

Learn and Serve America: Higher Education

Through an existing coalition with Boston University, the city's Department of Health and Hospitals, and 12 neighborhood academic health centers, Northeastern University will engage nursing, respiratory therapy, physical therapy, and cardiology/exercise therapy students in full-time service during their co-op or summer quarter, or in part-time service during other terms. Each student works with a health care coordinator (including a physician, nurse, public health and social service provider), a CCHERS (Center for Community Health Education, Research and Service) coordinator, and on-site teachers and mentors. Students provide health screenings and health education to community residents, meet with health professionals and community members, and develop health education materials to make presentations at local schools and community centers on smoking cessation, asthma, and violence prevention.

Center for Community Health c/o
Dr. Patricia Maguire-Meservey
Northeastern Univ.
716 Colombus Ave; 398 Suite 398
Boston, MA 01778
617-373-4591
fax: 617-373-8797
pmeserve@lynx.dac.neu.edu

Springfield College

Colleges Serving the Community

Mr. Dale Allen
263 Alden Street
Springfield, MA 01109-3797
413-748-3219
fax: 413-748-3509
dacsc@aol.com

Colleges Serving the Community (CSC) is a partnership involving three colleges in Springfield—Springfield College, Springfield Technical Community College, and American International College. Based on the educational needs of the city's youth, community input from the Springfield Schools, Neighborhood Councils, and other community leaders, CSC pairs 120 college students with 120 students for one-on-one tutoring-mentoring-parent involvement activities. The program will replicate an existing model "school success" program at Springfield College, the DeBerry Partners Program. In addition, 12 faculty members (four at each college) will be provided training in service-learning resulting in 85 percent of trained faculty revising at least one course. A CSC Internet Gopher will be established on the Springfield Public Access electronic bulletin board and CSC will host a regional Learn and Serve America Dissemination Conference in April 1996.

Massachusetts Campus Compact

Trustees of Tufts College

Ms. Sharon Bassett
Tufts University
177 College Avenue
Medford, MA 02155
617-627-3889
fax: 617-627-3837
sbassett@emerald.tufts.edu

The Massachusetts Campus Compact will continue to incorporate service-learning into the academic curriculum in higher education and to build a sustainable statewide structure to support, promote, and advance service-learning throughout the Commonwealth. The Compact will award seven colleges and universities subgrants to support innovative community service-learning programs that involve college students in direct service to school-age youth, integrate community service-learning practice and pedagogy in the higher education academic curriculum, and include community service-learning practice and pedagogy in the training of prospective and experienced teachers and human service workers. The Compact is a vehicle for collaboration among institutions of higher education and promotes networking, mentoring, training, and providing technical assistance.

Calvin College and Grand Valley State University

College Compact and Freshman Company

College Compact and Freshman Company involves 40 college students from Calvin College, Grand Valley State University, Aquinas College, and Grand Rapids Community College in tutoring and mentoring activities for 160 at-risk, low-income first-year high school students in the city school system, in order to develop their commitment to community and graduation from high school. Teams of mentors and mentees, trained in the American Youth Foundation's Team Formula for Effecting Change, plan, implement, and complete service projects in the immediate high school communities that address environmental, human needs, educational, and public safety issues.

Mr. Jay Cooper
Student Life Office
Kirkhof Center
Allendale, MI 49401
616-895-2345
fax: 616-895-2355
cooperja@gvsu.edu

Eastern Michigan University

Learn and Serve America

Eastern Michigan University students, as part of education, communications, arts, and theatre courses, among others, provided over 6,700 hours of service to a local elementary and middle school, a Center for Single Parents, and local mentoring programs. New service-learning courses were taught. Coordinators of EMU's project have developed a faculty service-learning manual that will be used in the Faculty Center for Instructional Excellence seminars held regularly throughout the year. Eastern Michigan's service-learning program is forging ahead in their second grant year to develop lasting partnerships with the local school system and develop further teacher education courses with service-learning components.

Dr. Dale Rice
Department of Special Education
Ypsilanti, MI 48197
313-487-0026
fax: 313-487-7153
dale.rice@emich.edu

College of St. Catherine

Service Learning for Occupational Therapy Students

Through the College of St. Catherine's program, four required Occupational Therapy courses and the fieldwork experience will be revised to integrate community service experiences that focus on complex family issues that affect successful early childhood development. Eighty Occupational Therapy students will provide parenting skills development training to 300 to 400 parents in two shelters; conduct screenings and programming for improved infant and child development for 600 to 800 young children of homeless families; and offer training in personal coping skills and personal growth development for 200 to 300 family members. Participating students and faculty will engage in orientation and reflection sessions to enhance their experiences, practices, and commitment to working in the community.

Ms. Azela Gohl-Giese
2004 Randolph Avenue
St. Paul, MN 55105
612-690-6949
fax: 612-690-6024
akgiese@alex.stkate.edu

BEST COPY AVAILABLE

Minnesota Campus Compact

Minnesota Higher Education Services Office

From Charity to Change: Creating Campus-Community Collaboration

Mr. Mark Langseth
Minnesota Campus Compact
DUN 238, 52 South 10th Street
Minneapolis, MN 55403-2001
612-962-4950 or 1
fax: 612-962-4810
mncompact@stthomas.edu

The Minnesota Higher Education Services Office and the Minnesota Campus Compact will begin an innovative initiative that will create three to four model campus-community collaborations that address a local community issue within the national priority areas—education, human needs, environment, and public safety. Campus-community collaborations receiving subgrants will (a) demonstrate exceptional institutional commitment in order to address a particular community issue over the long-term; (b) incorporate both direct community service activities and longer-term community development/community mobilization strategies; and (c) develop an intensive training and on-going educational experience for a minimum of 100 college student participants. In order to demonstrate an exemplary collaboration, campus and community partners must also commit to share significant responsibilities and resources to carry out their proposed objectives.

Minnesota Justice Foundation

Public Interest Law Consortium

Ms. Theresa M. Hughes
229 19th Avenue South
Minneapolis, MN 55455
612-625-0777
fax: 612-626-0056
MJF@gold.tc.umn.edu
befor001@maroon.tc.umn.edu

The Minnesota Justice Foundation leads a collaborative effort with the University of Minnesota Law School and the William Mitchell School of Law to engage law students in 2,000 hours of community-based legal work in the areas of education, domestic abuse, child protection, health, housing, and the environment. Each semester, through a reflective seminar, the program will provide up to 20 law students with the substantive legal skills necessary to represent at least 180 low-income clients. The program will also educate students concerning their professional and civic responsibility to serve the community. MJF is a nonprofit group of over 700 law students and lawyers committed to meeting the legal needs of the poor.

Rust College

Project DREAMS

In the first year of its grant, Rust College's Developing Responsibility through Empowerment, Affirmation, Mentoring and Service (DREAMS) project will tutor 250 kindergarten through fourth grade students in basic reading, writing and quantitative skills by: 1) Working in classrooms with high concentrations of low-income students; 2) Mentoring and tutoring in the after-school programs; 3) Coordinating service-learning activities for K-4 students; and, 4) Involving parents, caretakers and other community members in the work participants do with students. Student volunteers working with Project DREAMS will provide academic training and social and cultural experiences to K-4 students and their parents in the Holly Springs and Marshall County School District.

Dr. Helen Oliver
150 E. Rust Avenue
Holly Springs, MS 38635
601-252-8000 x4090
fax: 601-252-6107

Montana Campus Compact

University of Montana

The Montana Campus Compact advances the institutionalization of service-learning at both the organizational and unit levels of member campuses by promoting service-learning as a viable curriculum alternative. Activities include: at least five tribal colleges developing summer culture camps that integrate the skills of tribal leaders, students and members of the faculty to promote Native American culture, 2,250 students at various institutions of higher education throughout the state participating in service-learning projects, and the Montana Campus Compact will begin to establish partnerships with the Montana Office of Public Instruction and area school districts by providing technical assistance and development workshops for K-12 educators. Mini-grants have been awarded to 10 to 15 programs throughout the state that engage a total of 200 students in service-learning projects which address needs through at least 20 nonprofit organizations. The Compact will also introduce hundreds of faculty members to service-learning through workshops and a statewide conference.

Mr. Ryan T. Knee
University of Montana
302 University Hall
Missoula, MT 59812
406-243-5177
fax: 406-243-2797
ryantk@selway.umt.edu

Nevada

Community Chest and University of Nevada
Piñon Service Project

Dr. Deborah Loesch-Griffin
P.O. Box 8876
University Station
Reno, NV 89507
702-847-931
fax: 702-847-9335
dgriffin@pogonip.unv.edu

Community Chest, a private nonprofit community agency, provides training and support for 20 part-time AmeriCorps Members from the University of Nevada at Reno and two community colleges. The Members work alongside youth and community volunteers, school and agency supervisors, and college faculty in eight community action teams in eight northern Nevada communities. The program emphasizes three strands: substance abuse and gang prevention, family advocacy, and school readiness and school success. The community action teams provide training for school and community agency personnel to enable them to meet emergency needs of children and families within a 48-hour period and to enhance school readiness of K-3 children. Teams also offer 60 hours of conflict resolution and substance abuse awareness to youth who are clients of participating agencies. They recruit and train child care providers for center- and home-based care for children up to eight years old.

New Hampshire

New Hampshire College and University Council
Public Service Compact

Ms. Amy Gibans McGlashan
New Hampshire College and University Council
116 South River Road, Suite D4
Bedford, NH 03110-6750
603-669-3432
fax: 603-623-8182
mcglash@empire.net

The New Hampshire College and University Council is building a statewide compact among 29 affiliated institutions that enhances school success through K-12/college partnerships and that links service with education at all levels, from kindergarten through college. The centerpiece of the effort is the placement of 17 full-time AmeriCorps Members as service-learning coordinators at various campuses statewide. In addition to engaging in direct service themselves, the AmeriCorps Members are developing service-learning programs that place college students in public schools as tutors and mentors. Additional components of the program enable faculty, K-12 teachers, administrators, and college students to develop high-quality service-learning projects that meet education needs throughout the state.

Trustees of Dartmouth College

C. Everett Koop Institute at Dartmouth

The Partners in Health Education program is increasing both the quality and quantity of health care education in local elementary and high schools. In the first year, 30 medical student participants initiated classroom health education in 36 classrooms, located in 17 schools across seven communities; 47 teachers participated in some or all of five training sessions on health education and acted as mentors for the medical students in the classroom. As a result, these teachers are reporting more comfort with health topics and a willingness to include health topics in their classes in the future. This year, the program will build upon the training for both the mentoring K-12 teachers and the medical students in order to continue promoting health and preventing accidents, illness, and disease among 500 youth attending these schools. Two service-learning electives - Community Health and Health Education - will model health education training as a component to medical education. These courses focus students on health promotion, disease prevention, effective doctor-patient communication, shared decision-making, and community health.

Partners in Health Education
Mr. Joseph Walsh
C. Everett Koop Institute at Dartmouth
7025 Strasenburgh
Hanover, NH 03755-3862
603-650-1455
fax: 603-650-1452
joseph.f.walsh@dartmouth.edu

Robert Wood Johnson Medical School

HIPHOP - The Homeless and Indigent Population Health Outreach Project

Student leaders at the Robert Wood Johnson Medical School are expanding efforts to improve the health of the New Brunswick homeless and indigent population, and to foster a commitment to practice community-oriented, primary care medicine among future health professionals. Students provided bi-weekly home visits to preschool children in order to identify and reduce personal and environmental health risk factors. Seventy medical students conducted health workshops at local schools for 430 New Brunswick high school and elementary school students and at community sites for community members (aimed at increasing health awareness on topics like AIDS, tobacco and alcohol use, and nutrition). Students also provided 360 patients with high-quality, culturally-competent primary health care through three supervised clinics. The program will create a Service-Learning Manual that can be used by other medical schools interested in establishing similar programs.

The Homeless and Indigent Population Health Outreach Project
Ms. Donna Johnston
675 Hoes Lane, Room N-107
Piscataway, NJ 08854-5635
908-235-4198
fax: 908-235-4569
@UMDNJ.edu

New Jersey

Rutgers University
Walt Whitman Center

New Jersey Higher Education Service-Learning Consortium
Ms. Margo Shea
Chemistry Bldg. Rm. 101
Douglass Campus
Rutgers University
New Brunswick, NJ 08903-0270
908-932-6861
fax: 908-932-1922
mmshea@rci.rutgers.edu

The New Jersey Academy for Community Service and Service-Learning will subgrant over $60,000 to 15 institutions of higher education, each of which will offer an Urban After-school Enrichment Program that engages college students in providing tutoring, organized service projects, field trips and other activities to urban K-12 students. These programs will offer safe havens for young people, where they can become excited about learning, completing school, and going to college. The Consortium also will award up to 18 subgrants ranging from $500 to $800 focused on integrating service with the academic curriculum.

Rutgers University
Citizenship and Service Education Program

Mr. Michael Shafer
78 College Avenue
Community Service House
Rutgers University
New Brunswick, NJ 08903
908-932-1310
fax: 908-932-1207
rucase@pisces.rutgers.edu
mshafer@gandalf.rutgers.edu

The Rutgers' CASE (Citizenship and Service Education) program held faculty orientation workshops to enable faculty members to integrate service-learning into their curriculum. More than 200 students will be involved in CASE courses each semester resulting in over 6,000 hours of service being delivered. The program will also develop courses on community mentoring that engage undergraduates and youth from New Brunswick secondary schools and service corps in common service and reflection activities. Last year, a French professor realized that her students could benefit most when teaching others and as a result of students' service and learning, the professor is continuing to offer these opportunities- an upper-level French course gave students opportunities to teach French and French culture to children at a local elementary school where no foreign language program existed.

New Mexico

Santa Fe Community College
Students Offering Service

Dr. Meredith R. Machen
P.O. Box 4187
Santa Fe, NM 87505
505-438-1334
fax: 505-438-1338
meredith@santa-fe.cc.nm.us

The Students Offering Service program engages 20 part-time AmeriCorps Members as tutors and mentors for at-risk students at an elementary school, middle school, and high school in the Santa Fe School District. The AmeriCorps Members are non-traditional college students enrolled in the Educator Training or Intercultural Leadership Studies degree programs. Each AmeriCorps Member tutors five students in English as a Second Language, reading, writing, and math. During the school year, AmeriCorps Members plan after-school activities and non-academic weekend programs. The summer activities will focus on developing a community garden and assisting in operating a jobs program for the high school students. In concert with their service activities, AmeriCorps Members enroll in at least two courses, keep a journal, and meet weekly with their team.

City University of New York - Brooklyn College

Promoting Education And Community Empowerment (PEACE)

The PEACE program engages 75 students in working directly with teachers as tutors and mentors to more than 140 high school students. The program began and supports an after-school program at two Brooklyn high schools where Brooklyn College students will teach the PEACE curriculum which focuses on violence reduction. Through the program, 140 high school students and 100 middle school students learn alternative means of dealing with conflict through writings, role plays, and workshops facilitated by the college students.

Dr. Nancy Romer
2900 Bedford Avenue
Brooklyn, NY 11210-2889
718-951-5766
fax: 718-951-4547
nrobc%cunyvm.bitnet@vaxf.colorado.edu

Columbia University

Community Impact

The National Empowerment Zone Education Success Project: Community Impact will establish a consortium of universities to work with federally-designated Empowerment Zones in Atlanta and New York that focus on school success. Twenty-two part-time AmeriCorps Members will be recruited and trained to work on establishing service-learning programs linking volunteer work with academic coursework, leadership development workshops, and a series of empowerment zone seminars. In addition, 275 students at participating universities will be recruited to volunteer in school success initiatives developed in conjunction with their empowerment zones. The Community Impact/Columbia program will focus on mentoring and tutoring to 180 underachieving students; teaching, tutoring, and counseling 150 low-income adults in GED and ESOL programs; and providing family literacy and citizenship workshops.

Ms. Sonia Reese
204 Earl Hall
New York, NY 10027
212-854-2617
fax: 212-854-5951
skl9@columbia.edu

Foundation for Long Term Care

Student Assisted Independent Living (SAIL)

The Foundation for Long Term Care will operate as a consortia and provide subgrants to 13 institutions of higher education throughout the state of New York. In the "Student Assisted Independent Living" (SAIL) program, about 130 students per semester from different regions of New York will provide needed volunteer services to 750 people who are aging, chronically ill, and disabled thereby enhancing their ability to live independently in the community. Training and technical assistance will be provided to all subgrantees by the Foundation and will include developing student contracts, training community partners, developing curriculum and reflection strategies, and institutionalizing local partnerships. Student participants will provide services like friendly visiting, health monitoring, respite and escort services, wellness education, home rehabilitation, and physical therapy. Through credit-bearing seminars, these students will learn about elder and chronic-care services and the complex policy issues that surround them.

Ms. Carol R. Hegeman
150 State Street
Suite 301
Albany, NY 12207-1698
518-449-7873
fax: 518-455-8908
carol@nyasha.org

BEST COPY AVAILABLE

Iona College

Iona College Service-Learning Program

Mr. Carl B. Procario-Foley
715 North Avenue
New Rochelle, NY 10801
914-633-2632
fax: 914-633-2283
cpf1@iona.bitnet

The Iona College Service-Learning Program has taken an existing after-school program and transformed it into a learning center for at-risk youth and 110 adults seeking basic skills to enter the job market. The program draws on the skills of over 100 students from many disciplines. As part of their coursework, education students will tutor and mentor youth, finance students will teach budgeting skills to parents, fine arts students will utilize dance and visual arts to give workshops on conflict resolution, and modern language students will provide ESL tutoring to parents.

Marymount Manhattan College

Literacy Tutoring Program

Dr. Joan Brookshire
221 East 71st Street
New York, NY 10021
212-517-0623
fax: 212-517-0413
joanb@marymount.mmm.edu

The Literacy Tutoring Program engages 40 college students and literacy tutors from local agencies in a two-semester course on literacy. Each participant provides 60 hours of tutoring at local literacy centers, helping to meet the needs of community members for skilled instruction. The program recruits an equal number of college students and agency tutors for each class, in order to enrich discussion and reflection on tutoring activities, the concept of literacy, and civic responsibility. In order to meet its recruitment goal, the college will cover the cost of tuition for all tutors enrolled in the course.

Niagara University

Learn and Serve Niagara

Dr. Marilynn Fleckenstein
PO 1906
Niagara University, NY 14109
716-286-8573
716-286-8422
mpfleck@vax.niagara.edu

Niagara University enhances student learning and improves the quality of life of community members through four initiatives. The program engages 125 students in tutoring and mentoring 500 at-risk K-12 students, as well as in providing alternative dispute resolution workshops in elementary and middle schools. In addition, the program has established a health clinic staffed by 10 nursing students and a service-learning center that will increase the number of courses incorporating service-learning. Graduate students will serve as site coordinators at each of the 12 project locations, assisting with recruitment, supervision, and monitoring.

Pace University

VIA Pace Education for the Empowerment Project

Through the introduction of 10 service-learning courses during the fall 1995 and spring 1996 semesters, Pace University students will tutor/mentor 80 Henry Street Settlement House clients both in and out of the classroom in computer literacy, communication and presentation skills, adult and intergenerational literacy. A "buddy" system within the classroom environment will enable students to undertake a leadership role by assisting clients/students in organizational skills, class preparedness along with ongoing tutoring responsibilities. Pace students enrolled in health-care courses will provide for the health-care needs of a diverse population of approximately 570, including infants, pre-schoolers, young adults, and adults by designing and implementing a health-care delivery system at Henry Street. Invaluable leadership experience will be gained. Such service-learning courses will greatly extend the Pace University VIA PACE and Henry Street Settlement House partnership and establish at Henry Street a permanent site for service projects.

Dr. Robert Chapman
41 Park Row, 1607
New York, NY 10038
212-346-1807
fax: 212-346-1725
chapman@pacevm.dac.pace.edu

SUNY College at Oneonta

Research Foundation of SUNY

The program plans to recruit 20 part-time AmeriCorps Members to help achieve school success in financially-distressed rural schools. These Members will be matched with the most appropriate school district and school. Corps Members will work with the principal, faculty, and staff of their assigned schools to develop a service-learning plan and will also recruit and train volunteers to assist with future implementation. Some activities will include 90 participants tutoring 200 low-achieving students and their parents. They will work with 100 teachers to develop service-learning activities during and after school. The program will also work to build the capacity and infrastructure of the University to offer area schools professional teaching resources to improve school success. AmeriCorps Members will assist seven faculty in establishing a Teacher Development Center to train area college students and teachers in modern methods. Participants will also offer workshops to 15 University faculty, which will result in service-learning courses for all education majors.

SUNY Oneonta Rural School Empowerment Program
Dr. Cathy L. Martinez
208 Alumni Hall
Oneonta, NY 13820
607-436-2651
fax: 607-436-2760
martinc@oneonta.edu

East Carolina University

Tillery's Learn and Serve Community

Dr. Nina Sehgal
4N-51 Brodg Building
Greenville, NC 27858
919-816-2587
fax: 919-816-3040
sehgal@brody.med.ecu.edu

In partnership with the concerned Citizens of Tillery, East Carolina University, will engage an interdisciplinary group of health professional students (medicine, nursing, allied health, community, health education, and nutrition) to assess the community health needs of Tillery. This service-learning program, employing a team-based approach to health care, will address the need for access to and provision of regular ongoing health care in Tillery, a rural and isolated community. The interdisciplinary team of students will perform the following service activities: 1) Assemble a preliminary community health profile of Halifax County; 2) conduct community health assessments; 3) create community health committees to prioritize community health problems and formulate strategies to address these problems and overcome barriers to health care and; 4) Provide clinical services in the free health clinic. This project will increase access to health service through the expansion of clinic services and the implementation of a holistic approach to health.

Guilford College

An Interdisciplinary Approach to the Study of Homelessness

Mrs. Judy H. Bailey
5800 West Friendly Avenue
Greensboro, NC 27410
910-316-2447
fax: 910-316-2949
HarveyJA@Rascal.Guilford.edu

Guilford faculty and students will continue to study and address issues of homelessness by developing an interdisciplinary course, staffing a night shelter for homeless adults, and providing tutoring and mentoring for homeless children living in a temporary housing facility. Ten Guilford students and faculty from five disciplines will form a study group to design the course, and participating faculty will develop two classes, each approaching homelessness from their respective disciplines. The program also will offer faculty seminars on integrating service into the curriculum in order to further promote service-learning within the college.

Student Action with Farmworkers

Into the Fields

Ms. Melinda Wiggins
P.O. Box 90803
Durham, NC 27708
919-660-3652
fax: 919-681-7600
mhorn@acpub.duke.edu

Student Action with Farmworkers annually recruits approximately 40 students from eight colleges and universities in North and South Carolina, as well as students from farmworker families nationwide, to participate in a ten-week summer service-learning internship and leadership development program called Into the Fields. The students participate in a spring semester class and/or week-long orientation that focus on farmworker issues. Then they work with community-based organizations to assist farmworkers across the two states, and reflect on their experiences through organized retreats and documentary projects. In addition, the college students also work with high school students in a summer Youth Service Program in which they coordinate a Farmworker Festival.

Case Western Reserve University

CAREPLAN

In a partnership between Cleveland State University and Case Western Reserve University, 14 AmeriCorps Members will complete a variety of environmental projects, including: restoring a youth environmental campground; identifying lead levels in area neighborhoods; creating an environmental landuse database; developing a community garden for local youth; delivering environmental education presentations at local community centers and schools; and publishing a community environmental newsletter. Working with Case Western's Center for the Environment, the 14 AmeriCorps Members will train 90 college students from the two universities in environmental project planning. Led by the AmeriCorps members, the 90 college students and other student volunteers, along with senior citizens and at-risk youth, will assess local community environmental priorities and implement service projects addressing these priorities. The program's intergenerational approach ensures an integrated community response to the environmental needs of five neighborhoods. AmeriCorps Members will also work with faculty at both institutions to integrate service into academic coursework.

Mr. Glenn Odenbrett
10900 Euclid Avenue
Cleveland, OH 44106-7062
216-368-6960
fax: 216-368-8826
gxo2@po.cwru.edu

Wright State University

A Healthy Child is a Better Learner

Wright State University, in partnership with Sinclair Community College, engages health professions students in improving the health and school readiness of 1,500 children in the East and West Dayton communities. Students conduct screenings, immunizations checks and follow-ups, health needs assessments, and presentations on health promotion and disease prevention. The students seek to increase the number of eligible children enrolled in preschool programs such as Head Start, the number of fully immunized kindergarten children, and the number of children who complete follow-ups to screenings for vision, hearing, and dental problems. Though a multiprofessional curriculum, the health professions students develop their knowledge about community resources and the impact of health policy on clinical practice. In addition, the program engages a core team of seven faculty in training 14 additional faculty from seven health-related disciplines to teach in the service-learning curriculum.

Ms. Kate Cauley
Community Health Development
140 East Monument
Dayton, OH 45402
fax: 513-873-1114
513-873-3672
kcauley@desire.wright.edu

Lewis and Clark College

Partners in Education Mentoring Program

Ms. Dale W. Holloway
Lewis and Clark College
Student Support Services
Portland, OR 97219
503-768-7175
fax: 503-768-7197
holloway@lclark.edu

Since 1989 the Partners in Education project has offered support to eighth graders and followed them throughout high school. Lewis and Clark College, in partnership with Pacific University, continues to recruit, train, and place 72 college students in mentoring roles that support retention of students in school and raise aspirations of at-risk middle school and high school students from low-income, inner city and rural environments. The program teaches college students through both academic coursework and experiential service-learning about psychological, educational, and socioeconomic factors that affect the lives of at-risk students. The program targets 32 eighth graders, 20 ninth graders, 16 tenth graders, and 12 eleventh graders. Lewis and Clark recruits mentors for at least a one-year commitment while Pacific University recruits mentors for a four-year commitment.

Portland State University

Students Serving the City

Ms. Amy Driscoll
P. O. Box 751
Office of Academic Excellence
Portland, OR 97207-0751
503-725-5642
fax: 503-725-5262
driscoll@po.pdx.edu

Portland State University continues to develop and expand the general education curriculum with a focus on service-learning. The curriculum, which includes a "capstone" service-learning experience in the senior year, will involve every PSU student by 1997. The university will continue to support 10 service-learning courses and four capstone courses developed last year and offer 20 new or revised courses in addition to piloting four new capstone service-learning experiences this year. Impacts during the first year included music lessons to 30 children from homes of poverty; math tutoring in a game format to 30 high school students; extensive teaching and learning in the area of recycling for one science class of high school students; mentoring and technical assistance to 35 small businesses; an inner city high school that did not previously have a recycling center now has one and it is coordinated by university and secondary students. Service activities in all service-learning courses will address one or more of the Oregon Benchmarks, which is a recent community-defined assessment and prioritization of needs statewide.

University of Oregon

Dept. of Planning, Public Policy and Management

In response to changes in the use of the state's natural resource base, the University of Oregon trains 10 graduate students, led by returned Peace Corps volunteers, to serve as AmeriCorps Members who live and work in 10 resource-dependent rural communities. They improve economic and environmental conditions in the communities by assisting in strategic planning for economic development and alternative natural resource use, linking communities with relevant resources, and implementing community revitalization projects. In addition, the program creates opportunities for undergraduate students to work with the graduate student AmeriCorps Members in assisting rural communities. Participants receive one year of campus-based training prior to placement. After one year of service, they will return to the university to complete a second year of coursework and a thesis, leading to a masters degree in regional planning.

Resource Assistance for Rural Environments
Mr. David Povey
3 PM Hendricks Hall, University of Oregon
c/o Community Planning Workshop
Eugene, OR 97403-5219
503-346-3812
fax: 503-346-2040
dpovey@oregon.uoregon.edu

Gettysburg College

The Center for Public Service Hispanic/Farmworker Program

Gettysburg's Center for Public Service developed a new service-learning program that brings together the college's education resources, the work of six local agencies serving farmworkers, and the Hispanic farmworker population in order to strengthen the community. The program developed five new service-learning courses involving a total of 180 students during its first year. Through some of these courses, nutrition students conducted nutritional assessment interviews and then provided one-on-one and small group information sessions on nutrition to community members; Spanish students worked collaboratively with the Hispanic community to publish the first Spanish newspaper in Adams County. This year, these activities will continue and six new courses will integrate service-learning to expand the College's role in the community.

Mr. Karl J. Mattson
Gettysburg College
Box 2456
Gettysburg, PA 17325
717-337-6490
fax: 717-337-6906
kmattson@gettysburg.edu

BEST COPY AVAILABLE

Harcum College

Parents and Children Together in Learning (PACT)

Ms. Marjorie Klein
Montgomery and Morris Avenue
Bryn Mawr, PA 19010-3476
610-526-6070
fax: 610-526-6086

Parents and Children Together in Learning will continue its model service-learning program which trains inner-city parents to be volunteer tutors in their children's classrooms. These non-traditional students matriculate into Harcum College's Early Childhood Education Program and receive 12 college credits in exchange for volunteering. During their second grant year, the PACT program enrolled 60 Philadelphia parents in the college's Early Childhood Education Program and trained them to serve as tutors six hours per week in their children's classrooms, mostly in Chapter 1 elementary schools. The tutors, most of whom have never attended college, provided 480 at-risk children with 6,000 hours of individual tutoring, with the goal of increasing the reading skills of 90 percent of the children, especially bilingual children. Through the "Teaching Reading Skills" course, PACT aims to develop the tutors' own reading and parenting skills, to enable 40 percent of the parents to secure employment in the community, and to motivate 15 percent of the parent tutors to pursue further education.

La Salle University

Center for Community Learning

Ms. Rosemary A. Barbera
1900 West Olney Avenue, Box 400
Philadephia, PA 19141-1199
215-951-1804
fax: 215-951-1488
barbera@hp800.lasalle.edu

La Salle University will continue to merge existing curricular and co-curricular service-learning efforts into a comprehensive institutional program. The university is strengthening partnerships with the community and placing 300 students in community service activities. Through courses that incorporate service-learning, students will ensure immunization of 90 percent of the children at a local elementary school, tutor and mentor 30 children at a transitional housing unit, and conduct 300 health surveys to inform women and their children of environmental health hazards. La Salle is increasing faculty involvement in service-learning by offering workshops on how to integrate service-learning into the curriculum and by integrating service into ten existing courses each year. Resources published to support this effort include a faculty guidebook for integrating service into the curriculum, a student coordinator handbook, and a volunteer handbook.

Pennsylvania Campus Compact

Pennsylvania Association of Colleges & Universities

The Pennsylvania Campus Compact provided mini-grants to 20 campuses in Pennsylvania for a two-year period in order to enhance teacher education, mentoring, and curriculum-based service-learning activities. This year student volunteer activities will continue to include (1) mentoring disadvantaged youth in elementary and middle schools in order to improve academic, personal, and social development and (2) developing model literacy programs in conjunction with reading institutes in elementary education or through literacy programs with residents of housing projects. This year, the Compact will solidify the partnerships among faculty, students, and the community through a service-learning symposium, development of campus policies, the collegiate fellows network, and the service and academic studies projects.

Pennsylvania Campus Compact
Ms. Laverna Fountain PACU
800 North Third Street, Suite 401
Harrisburg, PA 17102
717-232-4446 x227
fax: 717-231-2795
hope4youth@aol.com

Temple University Law School and The University of Pennsylvania Law School

Philadelphia Urban Law School Initiative (PULSE)

PULSE, a partnership between two existing service programs at Temple University School of Law and the University of Pennsylvania Law School, will continue to engage over 100 law students in teaching law-related education and conflict resolution to students in 20 Philadelphia public schools. The program will continue to recruit, train and place law students so they can continue their work with 30 K-12 teachers. A "preventative law" curriculum is being designed and implemented to reach low-income students before a crisis arises and provide tools for responsible decision-making. Penn law students earn credit toward a 70-hour public service requirement while some Temple students receive modest stipends that enable economically disadvantaged students to participate. Teacher evaluations from classes where PULSE students taught indicated a 6 percent decline in disciplinary problems while high school teacher evaluations indicated a 20 percent decline. Evaluations showed a 51 percent increase in class participation when law students taught.

Mr. David K. Trevaskis
Temple-LEAP
1719 North Broad Street
Philadelphia , PA 19122
215-204-8954
fax: 215-204-5455
lindahib@astro.ocis.temple.edu
jbernste@oyez.law.upenn.edu

Pennsylvania

University of Pennsylvania

University of Penn/WEPIC Collaborative

Ms. Amy B. Cohen
133 South 36th Street, Suite 519
Philadelphia, PA 19104-3246
215-898-7695
fax: 215-573-2799
cohen@pobox.upenn.edu

The Penn/West Philadelphia Improvement Corps (WEPIC) Collaborative promotes service-learning programs at all levels of education. The Collaborative will continue to build on its long-term partnerships with the Turner Middle and West Philadelphia High Schools, as well as its new partnerships with Anderson Elementary and Sulzburger Middle Schools. Penn faculty and students work with public school staff and students to develop new community-focused, thematically integrated curricula on health issues. Penn undergraduates engage in research about health issues and teach children to become peer educators and health advocates in their communities. Topics have included conflict resolution, immunization, pregnancy, and AIDS. Since the start of the program, approximately 1,000 children at Turner Middle School, 150 children at Sulzberger Middle School, and 150 children at Anderson Elementary School benefitted from in-school, afterschoool, and summer activities.

Rhode Island

Brown University

Community Development Education Collaborative

Mr. Peter Hocking
Swearer Center for Public Service
Box 1974
Providence, RI 02912
401-863-2338
fax: 401-863-3094
Peter_Hocking@Brown.Edu

The Center for Environmental Studies (CES) established a Community Environmental Service initiative to reduce children's exposure to lead. The Center is not only educating middle and high school students but is also providing technical assistance to a community-based effort in a low-income neighborhood. Medical students, with support from the School of Medicine and the Swearer Center, have been developing a student-led health education program designed to work collaboratively with community health clinics. The Swearer Center for Public Service developed five new community partnerships-a science outreach project working with over 200 elementary and middle school children; an adult education program helping 25 parents improve their basic reading and writing skills; a peer-helping project supporting 25 middle schoolers as they develop decision-making and negotiating skills concerning issues of violence, relationships, drugs and alcohol; a community leadership project that provides workshops on fundraising and building coalitions; and an HIV/AIDS oral history project.

Campus Compact

Education Commission of the States

The Environmental SEAMS (Science, English, Architecture, Mathematics, and Computer Sciences) program is designed to address environmental problems in low-income neighborhoods through service-learning courses in the science, engineering, architecture, mathematics, and computer science disciplines. Campus Compact will issue 28 subgrants to their member-school network, who will then fund a minimum of 50 service-learning grants for course development in the SEAMS disciplines. This program will expand public awareness and support for service-learning in the SEAMS disciplines; publicize replicable models of exemplary service-learning curricula; and strengthen and expand organized state and national networks of service-learning practitioners.

Environmental SEAMS
Ms. Kathryn Ritter-Smith
PO Box 1975
188 Benefit Street
Providence, RI 02912
401-863-1119
fax: 401-863-3779
krsmith@compact.org

Providence College

Feinstein Institute for Public Service

Providence College Elementary School Service-Learning Project will continue to expand the infusion of service-learning pedagogy into its teacher education curriculum. Forty-eight undergraduates majoring in elementary and special education will continue to collaborate with elementary school teachers and students to develop community service projects that are integrated into the elementary classrooms as the participants learn service-learning methods themselves. Providence College will continue to work with two urban elementary school partners. In its first year, four classroom teachers at two elementary schools were introduced to service-learning pedagogy as a way of enhancing their curriculum and broadening their strategies for teaching math and science. These teachers and their 96 students in grades 2, 3, and 4 implemented service-learning projects related to math and science and broadened their knowledge of the larger community by working with neighborhood associations.

Elementary School Service-Learning Project
Dr. Richard M. Battistoni
Providence College
Providence, RI 02918
401-865-2787
fax: 401-865-1206
rickbatt@providence.edu

Voorhees College

Voorhees Community Service Project

The Voorhees Community Service Project integrates service with the liberal arts curricula by developing a service-learning seminar, improving the basic literacy skills of educationally underserved community residents, and providing positive role models for parents and their children. Approximately 120 juniors and seniors commit four hours per week serving in a local community-based agency or in one of two neighborhood education centers. These centers are opened and run by Voorhees students in collaboration with the Denmark community. Students provide tutoring to K-12 students, basic skills training to parents, and mentoring for juvenile offenders. All of the students are enrolled in a weekly credit-bearing seminar which prepares students for their service activities and offers them opportunities for reflection.

Mrs. Dorothy Patterson
1411 Voorhees Road
Denmark, SC 29042
803-793-3351 x7244
fax: 803-793-4584

East Tennessee State University

Northeast Tennessee Consortium for Service-Learning

Ms. Deborah H. White
Student Activities Center
Box 70618
Johnson City, TN 37614-0618
615-929-5675
fax: 615-929-4386
whited@eaccess.etsu-tn.edu

East Tennessee State University, Milligan College, and Northeast State Technical and Community College will create a three-college Northeast Tennessee Consortium for Service-Learning, in partnership with the community volunteer centers of Johnson City, Kingsport, and Bristol. Each campus will receive $9,000 to implement a common introductory course on community service, which will engage a total of 300 students for four hours per week in tutoring, mentoring, health care screenings, health care clinics for the homeless, and children's programs in domestic violence shelters. While meeting regional educational and health care needs, students will develop an understanding of regional problems and potential solutions. In addition, students will develop a personal five-year plan for their service commitment and leadership skills development, which will be documented on a computerized "leadership transcript."

LeMoyne-Owen College

Windows on Wonders

Dr. Barbara Frankle
807 Walker Avenue
Memphis, TN 38126
901-942-7363
fax: 901-942-7810

Specifically targeting the development of literacy skills among children ages three to five in low income neighborhoods around the college, students at LeMoyne-Owen College will improve the chances for school success of these children by supporting local pre-school preparation programs. Through three distinct literacy projects, Windows on Wonders will work with the Memphis Literacy Council, the college library and other local community libraries to offer the pre-schoolers a library based reading program and provide field trips and literacy activities for the youngsters and their families. LeMoyne-Owen students will also help parents provide an appropriate literacy environment for their child by offering parents 30 hours of one-on-one in-home literacy training.

BreakAway: The Alternative Break Connection

Vanderbilt University

Mini Grant (SEED)
Mr. Doug Hyche
Box 6026 Station B
Vanderbilt University
Nashville, TN 37235
615-343-0385
fax: 615-343-3255
brakaway@ctrvax.vanderbilt.edu

In its second grant year, Break Away, a nonprofit organization based at Vanderbilt University will offer matching grants and week-long trainings to student leaders at 12 universities and colleges, in order to establish Alternative Spring Break programs that integrate service activities with coursework or that engage college students in common service activities alongside high school students or members of youth corps. In its first year, Break Away funded several Curriculum Based Alternative Breaks (CBABs), including a program at Pomona College in which students studying urban and rural migration patterns visited the Ceasar Chavez Family Compound and worked with members of the farmworkers movement and the Chavez family on current and historical issues of migrant farmers.

Southern Methodist University

SMU Fair Park/South Dallas Partnership

The Fair Park/ South Dallas Partnership at Southern Methodist University creates service-learning opportunities for approximately 1,000 college students performing community service in the Fair Park/South Dallas neighborhood. More than 300 students tutor low-achieving students and 500 students will construct homes and improve neighborhood cleanup activities. As part of a summer component, interns will provide violence prevention training to over 100 children.

Ms. Rebecca Bergstresser
307 Hughes-Trigg, PO Box 750172
Dallas, TX 75275-0172
214-768-4403
fax: 214-768-4572
rbergstr@post.cis.smu.edu

St. Edward's University

Community Mentor Program

The Community Mentor Program, which has been in existence for the past five years, engages 70 part-time AmeriCorps Members (all of whom come from families of migrant and seasonal farmworkers or low-income families) in mentoring 500+ at-risk elementary school children; providing legal aid intake counseling with 90 low-income clients; organizing a Youth Day for 700 Austin residents to celebrate the contributions of youth to the community; and forming a Service-Learning Council to help institutionalize service-learning on the campus of St. Edward's. Leadership skills of the AmeriCorps Members will be developed through a collaborative undertaking with Leadership Austin - a program that builds community networks with talented Austin professionals.

Ms. Donna Hagey
3001 South Congress Avenue
Austin, TX 78704
512-448-8594
fax: 512-448-8492
donnabh@admin.stedwards.edu

Stephen F. Austin State University

Project SLEET (Service-Learning for Eldercare in East Texas)

Project SLEET works to implement service-learning activities with the elderly in East Texas. Stephen F. Austin State University in partnership with Angelina College trains faculty from both institutions in service-learning resulting in 12 faculty members receiving stipends to revise existing courses to include service projects with the elderly. More than 300 student participants will participate in the courses offered. In addition, a clearinghouse with materials on service-learning and the elderly offers community colleges and 4-year institutions in East Texas valuable resources to develop service-learning.

Dr. J. B. Watson, Jr.
Sociology Department, Liberal Arts North
Room 335 POB 13047; SFASU
Nacogdoches, TX 75962-3047
409-468-4405
fax: 409-468-2190
jwatson@sfasu.edu

Vermont

Burlington College and the University of Vermont

L&S Partners for Success in the Old North End

Mr. Paul Mindell
95 North Avenue
Burlington, VT 05401
802-656-3021
fax: 802-656-0776
pmindell@VBI.champlain.edu

Burlington College and the University of Vermont Centers for Service Learning and rural studies, in partnership with three agencies, a high school, and a community college will create and expand service-learning for students by addressing three needs in the areas of school success and neighborhood environment. Student service-learning volunteers and interns will be involved in academic courses at Burlington College or the University of Vermont focusing on issues of community service and/or community development. Joint symposia and a summer course will be developed using faculty, community partners, and service recipients to facilitate students' reflection of their experience.

Virginia

Northern Virginia Community College

Mobile Nurse Managed Health Center

Dr. Charlene Connolly
Annandale Campus
8333 Little River Turnpike
Annandale, VA 22003
703-323-3404
fax: 703-323-4576
nvconnc@nv.cc.va.us

Northern Virginia Community College (NOVA) has developed an innovative model of community-based clinical practice. Using a mobile van driven to designated community sites three times a week, 300 nursing and allied health professions students from NOVA and George Mason University respond to unmet health needs of underserved populations in the Herndon-Reston communities of northern Virginia. The program aims to decrease emergency room visits and to increase awareness of health promotion and disease prevention. As part of their clinical rotations, students work with underserved and high-risk populations to identify risk factors, promote positive health habits, motivate individuals to set healthier lifestyle goals, provide primary care services, initiate appropriate referrals and follow-up, and provide language-appropriate health information. In addition, the program increases the number of students choosing community-based health careers, and improves students' leadership abilities related to problem-solving, decision-making, delegation, case management, and referral of services.

Virginia Campus Outreach Opportunity League (VA COOL)

Virginia Service-Learning Integration Program

The Virginia Service-Learning Integration Program works with 10 full-time AmeriCorps Members — the Virginia Campus-Community Corps (VCCC) — to increase by 10 percent the number of college and university students involved in direct community-based service. Housed at college and university campuses across Virginia, the AmeriCorps Members, acting as campus-community liaisons design and implement locally-based community service and service-learning projects. The VCCC AmeriCorps Members also lead training sessions on building campus/community partnerships. In addition, Virginia COOL awards subgrants to member schools either for planning and implementing service-learning programs that address unmet community needs and integrate service into the academic curriculum.

Ms. Carrie Edmondson
RC Box 26
University of Richmond
Richmond, VA 23173
804-289-8963
fax: 804-287-6062
Cedmondso@urvax.urich.edu

Virginia Polytechnic and State University

The Service Learning Center at Virginia Tech

The Service-Learning Center at Virginia Tech facilitates the formation of interdisciplinary teams of faculty and students to work collaboratively with non-profit agencies, schools and local organizations with the aim of improving the cultural, educational and environmental opportunities of the populations they serve. The Center's activites address three central needs: 1) the need for educationally or economically disadvantaged children to have access to educational opportunities and mentoring relationships that increase their chance for academic success; 2) the need for minority/marginalized populations to preserve their heritage in order to strengthen communities; and, 3) the need for local resolution of adverse environmental conditions in low-income populations.

Ms. Michelle James-Deramo
202 Major Williams (0168)
Blacksburg, VA 24061-0168
540-231-6947
fax: 540-231-6367
deramo@vt.edu

Gonzaga University School of Law

American Indian Law Program

The American Indian Law Program strengthens the justice systems of two Indian reservations through the Spokane and Coeur d'Alene Tribal Courts by providing competent pro-bono legal representation to American Indians who have no other access to legal counsel. Clinic and law school faculty supervise 75 third-year law students who will receive intensive training on tribal court practice, elder law, and mediation. The law students' service activities include interviewing clients at the courts two days a week, conducting legal research, devising legal strategies, negotiating settlements, and writing briefs. When appropriate, the students also encourage their clients to seek counseling and rehabilitation.

Mr. Mark E. Wilson
702 East Sharp Avenue
Spokane, WA 99258
509-328-4220 ext. 3723
fax: 509-324-5805
markw@gulaw.gonzaga.edu

Seattle University

Seattle University School of Education

Community Service Learning Partnership
Dr. Jeffrey Anderson
Broadway and Madison
Seattle, WA 98122
206-296-5754
fax: 206-296-2053
janderso@seattleu.edu

The Community Service Learning Partnership engages Master in Teaching (MIT) and Master of Public Administration (MPA) students in working with experienced K-12 educators and community agencies to develop and implement service-learning projects appropriate for school-age youth. Previously, the program provided training to 100 MIT students in the use of service-learning as a teaching method. These students worked in groups of three or four at one of 15 elementary, middle, or high school sites, providing at least 25 hours of service while assisting teachers in conducting service-learning activities for K-12 students. In addition, five MPA students worked with community agencies to create service linkages with K-12 schools. The program also expanded assessment efforts, provided follow-up support to last year's program graduates, refined the integration of service-learning into MIT coursework, and established a public service academy in a local high school. The program will improve the quality of the K-12 service learning field placement experiences, provide in-service training and support to assist recent MIT graduates in implementing service-learning projects, and evaluate current students' service-learning experiences and recent graduates use of service-learning with K-12 students.

University of Washington

Science Service Learning

Dr. Deborah Wiegand
Department of Chemistry
Box 351700
Seattle, WA 98195-1700
206-543-1653
fax: 206-685-8665
wiegand@macmail.chem.washington.edu

The University's chemistry department has institutionalized a service-learning course that links college students with high school teachers and students, and that academically supports the study of chemistry in the community. The program engages chemistry students in providing tutoring for high school chemistry classes, as well as helping chemistry teachers enhance their subject-area expertise and strengthen their curriculum and instruction. The program targets local high schools with large minority populations, particularly Native Americans, in an effort to increase the participation of under-represented groups in the sciences. A summer institute allows University of Washington student participants to train Native American teachers and students in various science based service-learning activities. In its first year, institute participants included 17 middle school science teachers, nine high school science teachers, seven Native teacher's aides, and 12 Native high school students. As a result each community team designed a community service project to implement in their school.

West Virginia University

West Virginia University College of Law

In the first year of its grant, West Virginia University College of Law established the Appalachian Center for Law and Public Service. The Center created the Pro Bono Partnership Project which engaged law students in cases involving housing, public benefits, health services, and family issues. Law students also taught K-12 students about basic concepts in dispute resolution and legal rights. Students also assist battered women through local shelters and projects designed to reduce domestic violence and work on pro se divorce cases. In addition, through legal assistance programs, participants address their clients' claims for food, shelter, health care, and employment.

Appalachian Center for Law and Public Service
Mr. Randal Minor
P.O. Box 6130
Morgantown, WV 26506-6130
304-293-8555
fax: 304-293-6891
rminor@wvnvm.wvnet.edu

West Virginia University

West Virginia University Research Corporation

The West Virginia University Robert C. Byrd Health Sciences Center's Community and Continuing Professional education office will place 21 AmeriCorps Members at 14 sites to facilitate early childhood development and implement health education programs and in-school services. The "Health Associates" will work with the Rural Health Initiative (RHI) consortium to deliver needed health services in 40 underserved counties. The AmeriCorps "Health Associates" will be educated and trained in leadership skills such as a Community Diagnosis process, interdisciplinary problem solving, reflection and evaluation. The health promotion wellness and prevention programs will empower the Health Associates, volunteers, parents, teachers, and community leaders to be responsible for their health and the community's health.

The Robert C. Byrd Health Center
WVUProject H.E.A.L.T.H.
Health Education Associate
Mr. Rudy Filek
PO Box 9009, Rm 2264
Morgantown, WV 26506-9009
304-293-2895
fax: 304-293-8764
rfilek@wvuvphs1.hsc.wvu.edu

Chippewa Valley Technical College

People for People: Student Community Service Program

Ms. Carol Gienapp
620 West Clairemont Avenue
Eau Claire, WI 54701
715-833-6336
fax: 715-833-6470
CGienapp@Mail.Chippewa.Tec.WI.US

A two-year college that trains much of the skilled labor force in the Chippewa Valley region, Chippewa Valley Technical College is creating flexible community-based service program which involves non-residential students in service projects that meet the critical needs of the surrounding rural communities. Last year, students from Chippewa's Apprentice Electrician Program installed smoke detectors in the homes of low income students, and psychology students helped fingerprint children and train police dogs. This year Chippewa students will work with the local Hmong community learning about their culture and their community's needs and participate in a number of interegenerational companionship programs and home restoration projects. Along with meeting other needs of disadvantaged children and their families though tutoring and stocking local food pantries, the students will also restore local parks and playgrounds. Finally, in order to further integrate service into the classroom, Chippewa will offer an inservice workshop on service-learning which will provide certification credits for Wisconsin Vocational Education Certification.

U.S. GOVERNMENT PRINTING OFFICE: 1996 410-366/5030

CORPORATION
FOR NATIONAL
SERVICE

WASHINGTON, DC 20525
OFFICIAL BUSINESS